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Second year, first quarter—chemistry, English, German; second quarter—chemistry, Latin, mediæval history; third quarter—chemistry, physics, modern history.

Such a course, if properly based on undergraduate studies under the conditions prescribed, ought to enable the boy or girl to enter one of the Senior Colleges on a sound footing, or upon his years of real living, with fair chances of touching his environment in many understandable points.

REPORT OF THE COMMISSION OF TWENTY-ONE

To the Members of the Eighteenth Educational Conference of Academies and High Schools in Relations with the University of Chicago:

The Commission of Twenty-one appointed two years ago to consider the propositions specified on p. 2 of the program, presented to the Seventeenth Educational Conference three independent reports, from the point of view of the elementary school, the high school, and the college respectively. By your action, taken one year ago, you referred these several reports to the commission as a whole, adding to the twenty-one persons already appointed the President of the University as chairman, and requested the commission to unify these several statements and to report to your body definite recommendations along the line of these propositions.

The report of the special committee representing the elementary school made one year ago advocated in substance a seven-year elementary-school course. The special committee representing the high school indicated in its report the work that should be done in a six-year high-school course in order to prepare students to enter the junior year of college. The report of the special committee representing the college made no direct recommendation.

It was understood by your commission that you expected a careful consideration of these reports, and, if possible, certain definite conclusions in the form of recommendations. But we desire to state that in the progress of our work we have found that the questions involved are of a most difficult and fundamental character, and that the data on the basis of which conclusions may be reached are few

and indefinite. It is the opinion of your commission that these questions are of a kind which may not be settled on *a priori* considerations; that in this field as in others the inductive method must be employed and many experiments undertaken; and, still further, that only after a considerable period of time will it be possible to reach results that may be regarded as well-tested and satisfactory. Your attention is invited to the fact that not a few experiments have already been initiated, some of which have been presented to you in the addresses of the morning.

Your commission find, as a result of their study of the subject connected with these propositions, that among other questions the following require to be investigated, namely:

1. Is the present policy of differentiation between the elementary and secondary schools desirable; or, should an effort be made toward greater unification in method and organization?

2. Should the elementary school correspond to the period of childhood, and therefore should it provide for six years of school work from the ages of six to twelve years, instead of eight years as at present?

3. Should the secondary school correspond to the period of youth, and should it therefore provide for six years of school work from the ages of thirteen to eighteen, instead of four years as at present?

4. What revision of the curricula of the elementary and secondary schools, and what changes in methods of teaching, can be made that will contribute to economy of time and efficiency of work?

5. In order to secure a well-balanced development and at the same time to contribute to the economy of time, can the school year be lengthened advantageously and minor vacations be more equally distributed?

6. Under what limitations should high schools undertake to do the work of the first two college years?

Your commission recommend that you appoint for the investigation of these questions during the coming year *a new commission of fifteen persons* representing the different interests concerned; and that this new commission be directed to report the results of their work in printed form to the individual members of this conference not later than June 1, with the understanding that these different answers

shall constitute the basis of the Saturday morning discussion of the Nineteenth Educational Conference of Academies and High Schools in Relations with the University of Chicago, to be held in November, 1905.

Respectfully submitted,

WILLIAM R. HARPER, *Chairman.*

GEORGE N. CARMAN,

J. STANLEY BROWN,

C. R. BARNES,

EMILY RICE,

GEORGE H. ROCKWOOD,

GEORGE E. VINCENT,

W. B. OWEN,

NATHANIEL BUTLER,

W. S. JACKMAN,

GEORGE H. LOCKE,

Members of the Commission.

After extended discussion this report was adopted. A motion was then carried that a committee of five be appointed by the chair, to which should be intrusted the appointment of the new commission of fifteen, and the arrangement of the program for the conference of 1905. The chair appointed the following committee: F. J. Miller, chairman; Spencer R. Smith, J. Stanley Brown, W. D. MacClintock George H. Locke.

THE STUDY OF TREES IN WINTER¹

CLIFTON D. HOWE
The University of Chicago

There is no better index to the increasing popular interest in trees than the appearance of numerous books and aids to their identification. Since 1900 about twenty such books have appeared. While nearly all of them describe other characters more or less fully, the chief distinguishing characters in all but one of the books are the leaves. This restricts the study of trees to five months in the year. The opportunity for teachers is still more restricted, for when the leaves

¹ Read at the conference of the Departments of Botany and Zoölogy.